DOCUMENT RESUME

ED 225 459 HE 015 813

AUTHOR	Moore, Kathryn M.
TITLE	Women and Minorities. Leaders in Transition: A National Study of Higher Education Administrators.
INSTITUTION	American Council on Education, Washington, D.C.; Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
SPONS AGENCY	EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.
REPORT NO	PSU-83-310
PUB DATE	[82]
NOTE	64p.
AVAILABLE FROM	Center for the Study of Higher Education, Pennsylvania State University, University Park, PA.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Rank (Professional); *Administrator Attitudes; Administrator Characteristics; Administrator Qualifications; *College Administration; Comparative Analysis; Deans; *Educational Background; Educational Change; *Females; Higher Education; Individual Characteristics; Males; Mentors; *Minority Groups; National Surveys; Occupational Mobility; *Sex Differences; Whites

ABSTRACT

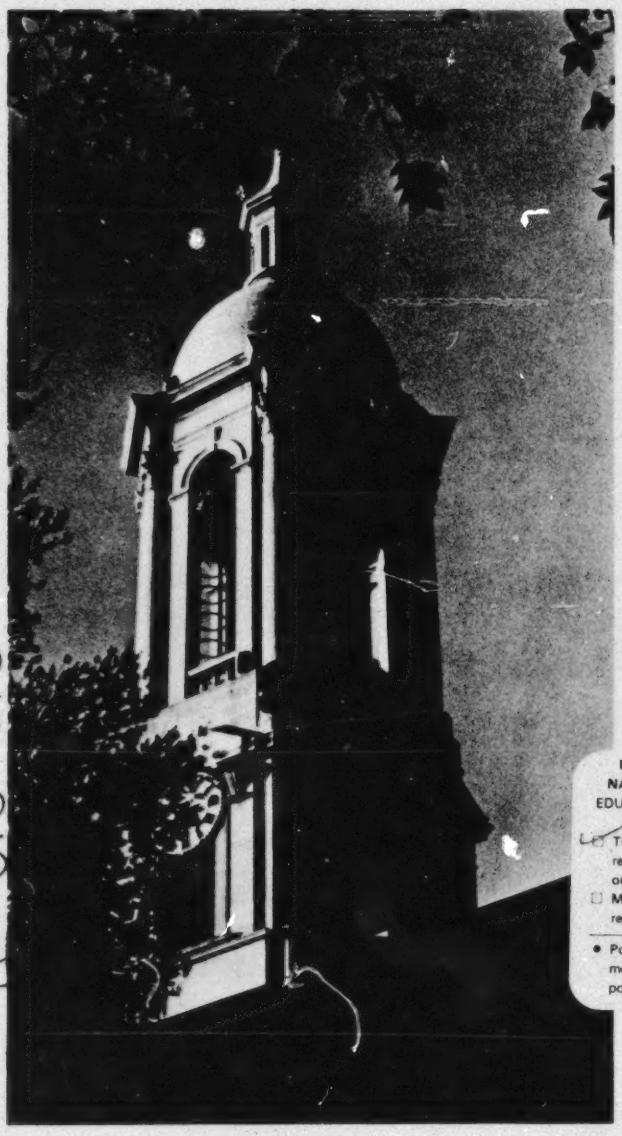
Career issues, educational concerns, and the professional, educational, and personal backgrounds of 2,896 senior college administrators were studied, with focus on the status of women and minorities. Women represented 20 percent of the sample; minorities, 8 percent. Women and minorities were largely registrars, librarians, and financial aid directors; men were largely presidents, chief business officers, and registrars. Of the 653 deans, 90 (13.8 percent) were women, and over half of the women deans were in the fields of nursing, home economics, arts and sciences, and continuing education. In addition, 5.5 percent of the deans were minorities. Men were more likely to hold new positions than women, and higher percentages of men held academic rank compared to women; 87.8 percent of male administrators were currently married, and 43.7 percent of the women were. Career mobility issues did not differ significantly for men and women, but slightly higher percentages of minorities and women were seeking a job change in comparison to whites and men. Minority respondents felt that major increases had taken place in their opportunities for professional advancement and personal autonomy. The greatest future concerns for both whites and minorities were student recruitment and retention. Minorities were more concerned about affirmative action than were whites, and both minorities and whites agreed that if fiscal matters deteriorated, athletics should be cut first. (SW)

ED225459

Leaders in Transition

A National Study of Higher Education Administrators

The Pennsylvania State University
in cooperation with
The American Council on Education



Women and Minorities

by

Kathryn M. Moore
Associate Professor and
Research Associate
Center for the
Study of Higher Education

HE 015 813

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Center for the Study of H. E. Penn State

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The study was conducted in cooperation with the American Council on Education. Funding was provided by The Pennsylvania State University, the Ford Foundation and the Exxon Foundation through a grant to TIAA-CREF.

Leaders in Transition

A National Study of Higher Education Administrators

The Pennsylvania State University
in cooperation with
The American Council on Education

Women and Minorities

by
Kathryn M. Moore

Center for the Study of Higher Education
Report No. 83-310
The Pennsylvania State University

SUMMARY OF MAJOR FINDINGS

- After more than a decade of affirmative action legislation, women and minorities remain underrepresented in college and university administrations. Twenty percent of the current sample of 2,896 were women while slightly over eight percent were members of minority groups.

- Positions occupied by the most women and minorities are those of registrar, librarian and director of financial aid. The three positions occupied by the greatest number of men are president, chief business officer and registrar.

- Of the 653 deans included in the sample, 90 (13.8 percent) were women. Over half of the women deans were found in the fields of nursing, home economics, arts and sciences and continuing education. Only 5.5 percent of all deans were members of minority groups.

- Whites were more likely to benefit from the creation of new positions than minorities; men were more likely to hold new positions than women.

- The largest number of women respondents were employed at Liberal Arts II colleges while the largest percentage of male respondents were found in Comprehensive I universities. Eight of the thirteen women presidents were found in Liberal Arts II colleges.

- More than half (58.3 percent) of minority administrators were found in public colleges and universities.

- There was no difference in the percentage of whites and blacks who have tenure, however, relatively lower percentages of women have tenure than men.

- Higher percentages of men hold academic rank as compared to women. Not quite half of the women with rank hold full professorships, however a majority of men have achieved this rank.

- Distinct differences in marital status between men and women are noted. While the majority (87.8 percent of male administrators are currently married, less than half (43.7 percent) of the women are married.

- The largest percentage of respondents' fathers were employed in blue collar occupations. More minority administrators had fathers in blue collar jobs than did whites. The majority (69 percent) of all respondents' mothers were homemakers.

- The Ph.D. is the most commonly held doctoral degree for both men and women; minorities and whites. Of respondents who hold the first doctorate, approximately eighty-seven percent are men; approximately thirteen percent are women. Similar percentages are reported for the number of degrees earned by both minorities and whites.

- At the Master's degree level, relatively higher percentages of women than men hold graduate assistantships; no differences are noted by sex at the doctoral level. At both master's and doctoral level, higher percentages of minorities held fellowships or traineeships.

- Highest percentages of external professional participation for both men and women are recorded for 1) membership on boards of directors of a state or regional organization, 2) paid external consultancy and 3) publishing articles in professional jounals. Relatively higher percentages of minorities participated in all external activities with the three activities mentioned above having the highest participation rates.

- Slightly larger percentages of women and minorities report mentor relationships. An overwhelming majority of both male and female respondents reported having had male mentors. A relatively high percentage of minority group members found the mentor-protege relatiohnship to have been very important to their professional careers as compared to less than half of the whites.

- Career mobility issues do not differ signficiantly for men and women. Minorities and whites both selected duties and responsibilities, mission and philosophy of the institution, readiness for change and geographical location as being of high importance in their decisions to move and to remain at their current institution. Minorities tended to feel more strongly about these issues.

- Slightly higher percentages of minorities than whites and relatively more women than men are seeking a job change.

- Higher percentages of women than men hold more of their educational degrees and previous positions from the institutions where they are currently employed.

- Minority respondents felt that major increases had taken place in their opportunities for professional advancement, personal autonomy to carry out responsibilities and opportunities to serve others.

- Administrators were in basic agreement as to the types of items that should be cut if fiscal matters become more constrained. Both white and minorities agree that funds for athletics should be first cut. No significant differences were noted by sex.

- The greatest future concerns for both whites and minorities are student recruitment and student retention. Women tended to feel more strongly about these issues than men. Affirmative action is of higher concern for members of minority groups than for whites.

ACKNOWLEDGEMENTS

The Leaders in Transition project was developed at the Center for the Study of Higher Education at The Pennsylvania State University. But its success as a national survey of collegiate administrators would not have been possible without the support and cooperation of numerous people and agencies. The Office of Women in the American Council on Education was responsible for securing the sponsorship of that agency, which was crucial to the large response rate we generated. Moreover, Donna Shavlik, Judith Touchton, and Emily Taylor of the Office of Women have encouraged and sustained the project and the author throughout. Mariam Chamberlain, then program director at the Ford Foundation, saw the advantage in the benchmark that the Leaders' data could provide and committed funds for the portion of the analysis presented below. Marian Coolen, current program officer at Ford, has sustained this interest to its fruition.

Many other people at the Center and elsewhere were helpful to the project as it began to take shape. I would especially like to acknowledge the work of four people: Dr. Stephen Bragg, who served as consultant extraordinaire in the development of the sample and other fine points of the survey analysis, including the best way to attach address labels. Dr. Joyce D. Marlier who served as a project assistant for most of the project's duration and whose particular interest and expertise in institutional inbreeding added a most important dimension to the project and to this report. Dr. Ann M. Salimbene served as project assistant throughout. Her own sense of excellence is present in all aspects of the study and her particular interest in the careers of top-level administrators is evident here. Ms. Susan Twombly joined the project only this year as research assistant and has been instrumental

in putting the final necessary touches to the data analysis and to this report.

Finally, I would be entirely remiss if I did not acknowledge here with thanks the over 3,000 busy administrators who took time from their crowded days to answer the questionnaire. Without them, the report given below could not be written; because of them we hope the information the report holds will be of use in sustaining the vitality of American higher education.

K. M. Moore

University Park

TABLE OF CONTENTS

	PAGE
SUMMARY OF MAJOR FINDINGS	i-ii
ACKNOWLEDGEMENTS	iii-iv
LIST OF TABLES	vii
LIST OF FIGURES	ix
FOREWARD	xi
INTRODUCTION	1-6
FINDINGS	
PROFESSIONAL BACKGROUND	7-12
EDUCATIONAL BACKGROUND	13-17
PERSONAL BACKGROUND	18-23
CAREER ISSUES	24-36
CURRENT ISSUES	37-43
SUMMARY	44-49
BIBLIOGRAPHY	51-52
ABOUT THE AUTHOR	53
CENTER FOR THE STUDY OF HIGHER EDUCATION	55

LIST OF TABLES

Table		Page
1.	Graduate Appointments by Degree	17
2.	Graduate Appointments by Race	17
3.	Mentor-Protege Relationships by Sex and Race Group	27
4.	Mentor-Protege Relationship by Race and Sex of Respondents	27
5.	Mobility Issues: Reasons for Moving to Current Institution	32
6.	Reasons for Remaining at Current Institution	33
7.	Patterns of Inbreeding by Degree, Position, and Both as a Function of Gender	34
8.	Jop Options by Gender	35

LIST OF FIGURES

Figure		Page
1.	Frequency of Race	8
2.	Administrators by Sex	8
3.	Age by Sex	18
4.	Marital Status by Sex	20

FOREWORD

Persistent national attention over the last two decades to matters of equity and ways to achieve it has had consequences for colleges and universities. They have come to see themselves and to be seen as a national avenue of access to social and economic opportunity. Indeed much of the federal funding has been developed in support of the idea.

In turn, one outcome of this reemphasized social mission is a realization that colleges and universities must pay special attention to the state of their own households. Action in this sphere has come slowly but steadily. The Center for the Study of Higher Education has given part of its research efforts to specific topics of access and to issues of equity in particular settings. That background gives us special appreciation for the scale and scope of the study that led to this report.

This examination cuts across the grain of the administrative layers of higher education to reveal various forms and dimensions of persistent inequity. Dr. Kathryn Moore has developed a rich source of information to make clear some features we thought were altered. Comments and observations about the study can be addressed to Dr. Moore at this Center.

William Toombs
Professor and Director
The Pennsylvania State University
Center for the Study of Higher Education

INTRODUCTION

After over a decade of legislation, policy commitments, lobbying, and special programs, women and minorities remain seriously underrepresented in the administration of colleges and universities. The only comprehensive studies of employment patterns of women and minority administrators in higher education (Van Alstyne and Withers, 1977; Frances and Mensel, 1981) found only small changes since federal affirmative action began (16 percent females and 2 percent minority in 1977 compared to 19.7 percent female and 7.8 percent minority in 1981). At senior policy-making levels the proportion is even smaller. For example, the number of women presidents has increased by 30 percent in five years, but the proportion of women in chief executive positions remains quite small. Women represent fewer than 8 percent of the total number of chief executives of accredited postsecondary institutions (ACE, 1981).

Several studies on the status of women faculty have been reported in recent years (Astin, 1969; Howard, 1978; Van Alstyne and Withers, 1977), but research on women administrators is not abundant. As Moore and Wollitzer (1979) pointed out, "research on women in academic administration is remarkably sparse, undoubtedly owing both to the relative scarcity of such women and the short time span since research awareness has turned to this sector of academe" (p.65). Similarly, research on minority administrators, either male or female, has been minimal. Work by Jones (1977) and Hoskins (1978) point to the fact that blacks and other minorities tend to be confined to predominately black institutions or to low level staff positions or untenured faculty slots in predominately white institutions. Johnson (1974) suggests that most

black administrators do not have career patterns similar to whites for a variety of reasons, many of them beyond the control of the individual.

Little is known although much is presumed about the women and minorities who do hold positions of leadership and responsibility. Overall the studies have tended to concentrate on a narrow range of positions or institutions. A review of this literature reveals five rough categories. There are a number of nonempirical articles that detail factors believed to reduce opportunities such as a lack of role models and mentors, socialization patterns and discrimination. A second class of articles reports on programs designed for women and minorities who aspire to administration - their location, structure and usefulness (Berry, 1979).

A third category includes studies that examine faculty mobility, affirmative action, and related issues. Some of these include administrators but have little or no detailed analysis of the administrative group (Andrulis, 1975). The fourth category of studies are those which provide statistical information on the locations, titles, and salary levels for women and minority administrators, but give little dynamic information on the process of movement among positions and institutions and very little or no background information on the individuals (Howard, 1978; Van Alstyne, 1977; Frances and Mensel, 1981).

Finally, there are a few studies which create "profiles" of administrators, but there are several factors that reduce the usefulness of these studies. For example, most of these studies are limited in scope; they concentrate on only one position (e.g. president), or only one type of school (e.g., university) or only one state or region.

Consequently the samples are very small and the ability to generalize is limited. Moreover, many are unpublished dissertation studies which are not widely available (Moore and Wollitzer, 1979).

The closing of a decade and the beginning of another in the effort to advance women and minorities to decision-making posts in higher education seems an appropriate time to assess what has taken place and, more importantly, what is likely to occur. While the demographics of the ten years since affirmative action was mandated do not suggest that much quantifiable change has occurred, there does appear to be a new consciousness about the problems and a new sophistication about possible remedies.

The paucity of women and minorities in administrative positions has serious implications for the functioning of institutions of higher learning. From a management standpoint there are questions of its impact on efficiency and motivation. If members of particular groups are excluded from opportunities in administration, it is possible that people with strong abilities are not being utilized in a manner that would maximize the institutions' personnel resources and talent. Moreover, the increasing heterogeneity of the student body calls for administrators who are sensitive to the intellectual aspirations and the social and emotional needs of different students. The absence of women and minority administrators increases the likelihood that minority and female students will not be well served.

The Leaders in Transition project was designed to sample a large number of college and university administrators in over 1,400 accredited, four-year institutions. By collecting data on both males and females, and from both majority and minority ethnic groups at one

time, the Leaders's project is one of the largest data bases available on line decision-makers in higher education. From the comprehensive data provided by the study, norms and beliefs about college administrators can be judged more accurately and efforts to preserve the vitality of higher education institutions may be enhanced.

The present report provides a national perspective on the situation of women and minority administrators in relation to their male, white majority peers. The data add to the accumulative evidence in support of increasing the opportunities for achievement within higher education among the administrative ranks.

Sampling Methods

A standardized questionnaire containing 29 questions was developed at the Center for the Study of Higher Education and sent to a stratified random sample of line administrators in accredited four-year, degree-granting institutions. The sample consisted of approximately 20 percent, or 4,000 administrators from a total population of 20,000 administrators and 1,600 institutions using the 1979 HEGIS information. In addition, the sample was stratified by position type among the administrative positions listed in the 1979-80 Educational Directory. Therefore, the sample includes such generic titles as presidents, provosts, vice presidents, registrars and deans, but does not include assistant or associate titles with the exception of assistant to the president.

A three stage mail-out and follow-up procedure was initiated in March 1981 and culminated in June 1981. The initial mailing of the

questionnaire and letter of explanation in March as followed by a reminder postcard three weeks later. A second questionnaire was mailed during the first week of May along with a letter stressing the importance of a high response rate in order to compile an accurate profile of leading administrators nationwide. Phone calls were placed to non-respondents beginning the last week of May and continuing through the month of June. A standardized form was followed which reminded the person about the survey, asked whether the questionnaire had been misplaced and a new copy needed, and encouraged the individual to declare whether or not he or she wished to participate in the study. When direct contact with the administrator was not possible, a message was given to a secretary or an associate. A 10 percent sample of top line administrators was selected as a workable number to reach by phone. A response rate of 73 percent was achieved by the end of June 1981. Completed questionnaries were coded and processed at the Center for the Study of Higher Education.

The principal reason for surveying such a large sample was to provide a meaningful and accurate base upon which future studies of the structures of administrators' careers could be judged. The size of the sample also was determined to ensure the inclusion of a workable number of women and minorities. As a result of the scope of the sample and the high response rate, generalization of the information to the larger population appears justified, as well as analysis of the data by subcategories.

Sponsorship and Dissemination

The Leaders in Transition project was co-sponsored by the American Council on Education. Dr. J. W. Peltason co-signed all survey

correspondence along with the principal investigator. The sponsorhip of such a large and prestigious organization as the ACE was crucial in achieving the high response rate.

Some of the dissemination efforts resulting from the study have been carried out in coordination with ACE, especially the Office of Women. Major presentations have been made at the American Association of Higher Education (AAHE) (Spring 1982), American Educational Research Association (AERA) (Spring 1982) and the National Conference of ACE (Fall 1982). The present report constitutes yet another way to reach the leaders in academe and others with information about administrators and administrative careers.

FINDINGS

PROFESSIONAL BACKGROUND

In order to analyze accurately the career paths of administrators, respondents were asked to list all paid professional positions they had held, beginning with their current position. They were also asked to name each institution of employment and the dates during which they held each position. This comprehensive vita was also to include any part-time, jointly held or acting positions.

The total number of professional positions held ranged from one to 17. In order to establish a workable data base, a maximum of 10 positions per individual were coded. The number of professional jobs held by most of the respondents fell within a range of three to eight.

Current Position by Race and Sex

Of the 2,896 senior administrators who responded to the survey, an overwhelming 91.8 percent of the respondents are white/Caucasian, 156 (5.4 percent) are black/Negro and 81 (2.8 percent) are of "other" racial or ethnic groups. The current positions containing the largest numbers of blacks include registrars (13), librarians (13), directors of financial aid (11) and presidents (8).

There is a higher percentage of black women administrators than males, 8 percent compared with 4.8 percent respectively. Of those who were classified as "other" racial or ethnic group, 77.7 percent are male and 22.3 percent are female. For purposes of subsequent analysis, the respondents in the "other" category have been included into the black group to make a joint category labeled "minority."

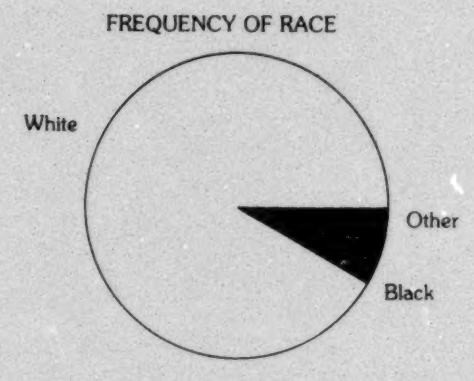


Figure 1.

When the sample was analyzed by sex, we found that 577 or 20 percent of the total 2,896 respondents were women. The three administrative positions which employ the largest number of the 577 females are: head librarians (N = 63), registrars (N=56) and directors of financial aid (N=54). These same three positions contain the largest number of minority administrators. The three top positions held by the

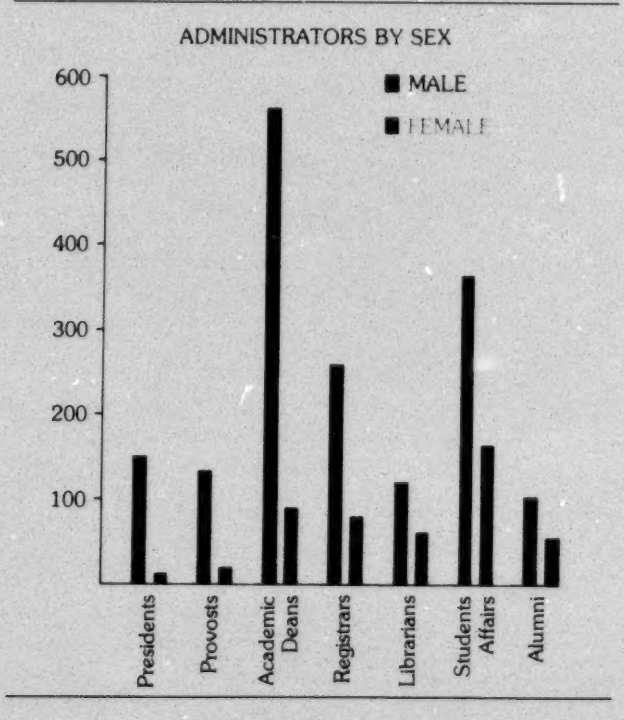


Figure 2.

greatest number of the 2,318 male respondents are: president or chancellor (149 or 90.6 percent), chief business officer (149 or 95.5 percent) and registrar (142). There were 653 deans or directors in the sample, heading 29 different academic schools or colleges. Of that total 90 (13.8 percent) were women. Over one half of these women deans were found in the fields of nursing, home economics, arts and sciences and continuing education. No women were to be found as deans of business, engineering, law, medicine, or physical education. There were a total of 37 minority deans or directors of academic units. This represents 5.5 percent of all deans with the greatest concentration (N=8) to be found in education.

First Person to Hold Position

To take into account the rapid expansion of new jobs created at many colleges and universities during previous decades, we asked respondents to indicate whether they had been the first person to occupy any of their paid positions. The results showed that 18 percent (520) had been the first persons to hold a newly created position. Whites were more likely to hold such new positions than were minorities or women.

Length of Time in Current Position

Most senior officials have held their current positions for five years or less. Using 1981 as the current year, 53 percent of the total sample began their current position in 1976 or more recently. Sixty-four (2 percent) have been in their position for less than one year; 694 (24 percent) from one to two years and 776 (26.8 percent) from three to five years.

When length of time in current position is analyzed by gender, it appears that slightly higher percentages of women than men assumed their current position between 1976 and 1981 or in other words have been in their positions five years or less. For instance, approximately 3 percent of the women in the sample have been in their current position for less than one year as compared to 2 percent of the men. Likewise approximately 32 percent of the women began their current job in 1979 or 1980 and have been in office for one to two years compared to 22 percent of the men. There is virtually no difference between the percentages of men and women who began their current positions from three to five years ago.

In contrast, approximately 47 percent of the men as compared to approximately 34 percent of the women have been in their current position six years or longer.

Type of Institution Where Currently Employed

When the distribution of female and minority administrators is analyzed by type of institution, as defined by the Carnegie Code, differences are striking. Institutions classified by the Carnegie Code as Liberal Arts II employ the largest number of the 577 female administrators who responded to our survey. (41.9 percent compared to 22.8 percent males). The largest percentage of male respondents can be found in Comprehensives I (32.4 percent). Although this same institution type is the second largest employer of our women respondents, the figures fall to 19.4 percent of the total female sample. The predominance of women administrators in Liberal Arts II colleges is carried to the chief executive level as well; eight of the

13 women presidents are chief executive officers at this type of four-year college.

The majority of white and minority respondents are employed at either Comprehensives I or Liberal Arts II institution types. There are slightly more whites and minorities at Comprehensive Universities (29.2 percent whites and 39.0 percent minorities) than Liberal Arts II colleges (26.1 percent white and 33.7 percent minority).

When type of control is examined, the percentages of male respondents currently employed at either public or private four-year institutions are fairly evenly divided. Slightly over one-half (51.8 percent) of the men are employed at a public college or university and nearly the same number (48.2 percent) are at private institutions. On the other hand, a clear majority of female administrators (71.8 percent) can be found at private colleges, with only 28.2 percent employed in public institutions.

A larger percentage of white administrators are employed by private institutions (53.6 percent) than by public schools (46.4 percent). The reverse is true for minority administrators with 58.3 percent in public colleges or universities and 41.7 percent at private institutions.

Rank and Tenure

Of the 2,686 white respondents who answered the questions pertaining to academic ranking, 51.7 percent hold academic rank, and the majority (62.7 percent) are full professors. Among minority respondents, 44.9 percent have rank and a majority of that number (60.2 percent) hold full professorships. There was no difference in the percentages of whites and blacks who have tenure (approximately 36 percent for both).

When responses to the questions concerning academic rank and tenure are examined by sex, women administrators show relatively lower percentages than their male colleagues. Slightly more than one-third (38.8 percent) of the female respondents hold academic rank compared to over one-half of the males (54.3 percent). Similarly, not quite half (46 percent) of the women with rank hold a full professorship but a majority of male administrators (65.4 percent) have attained this distinction. While slightly more than one-half of the women with rank (58.6 percent) said they have tenure, nearly three-fourths of the males with rank (71.7 percent) responded affirmatively regarding the question of tenure.

EDUCATIONAL BACKGROUND

As one means of describing the career paths of administrators, we asked respondents to list their earned degrees. There were spaces for bachelor's, master's, doctoral and other post-doctoral such as master of law, other medical degrees, divinity degrees and certain specialist certificates and diplomas. Nearly one-half (49.3 percent) of the males in the sample listed three earned degrees compared to only one-third (33.5 percent) of the female respondents. The largest percentage of women (40.5 percent) listed two degrees compared to 31.3 percent of the males. Of those who had earned four degrees, however, the males showed only a slightly higher relative percentage, 6.1 percent of the male respondents compared to 4.7 percent of the female.

The number of women who have acquired a doctorate total 187 or slightly less than one-third (32.4 percent) of the total female sample. However, over one-half (52.3 percent) of the male population has earned this degree. Therefore, based on the total number of 1,400 administrators who hold a first doctorate, 86.6 percent are male and 13.3 percent are female.

Strikingly similar percentages are recorded for the number of degrees earned by both minorities and whites. The largest percentages of both races have acquired three degrees (whites, 46.3 percent and minorities, 44.1 percent). There are nearly equal percentages of white administrators (33 percent) and minority leaders (34.9 percent) with two degrees and 13.9 percent whites and 12.4 percent minorities with just one earned degree. Figures of 5.8 percent of the whites and 5.9 percent of the minorities represent those respondents who listed four earned degrees.

For both sexes and both races the Ph.D. degree is the most commonly awarded doctoral degree: 71.7 percent of women and 66.4 percent of men and 67.5 percent whites and 58.5 percent minorities hold Ph.Ds.

In addition to denoting the number of earned degrees, respondents also listed the primary fields in which the degrees had been awarded. These are described below.

Bachelor's Degrees: Of the 2,819 people (96 percent) who had earned a first bachelor's degree, the top four fields were: English and English literature, 294 (10 percent); history, 277 (10 percent); business administration, 268 (9 percent); and secondary education 199 (7 percent). Minority administrators were more likely to hold bachelor's degrees in education or social sciences.

Graduation years ranged from 1919 to 1982, inlcuding those whose degrees were still in progress. The largest concentration occurred in 1950 when 130 graduates (5 percent) received their bachelor's degrees.

There are 96 administrators who hold a second bachelor's degree. Of this group, prominent fields of study included religion or theology, library science and education.

Master's Degrees: Approximately 80 percent of current administrators earned master's degrees. Three of the four most often studied fields can be grouped under the general heading of education. The greatest number (12 percent) specialized in guidance and counseling, followed by educational administration and educational psychology or curriculum. The degree of master of business administration (M.B.A.) was awarded to 6.7 percent. Women and minorities do not differ significantly from this. Of the 226 individuals who received a second master's degree, library science was the leading field followed by business administration, and religion or theology.

Doctoral Degrees: First doctoral degrees were earned by 50.2 percent (1,456) of the sample. The predominate number of degrees was conferred in the general area of education of which the most popular specialty was higher education administration (13 percent). The second area was educational administration with 9 percent and then educational psychology or curriculum with 8 percent. Among other disciplines in which respondents earned their first doctorates were English literature, history and law.

The two types of degrees most often earned were doctor of philosophy (Ph.D.) (67 percent) and doctor of education (Ed.D) (23.5 percent). In addition there were 51 holders of the J.D. and 25 individuals who had earned medical degrees. Seventeen respondents said they held "other" doctorates and 56 people noted doctorates but did not specify type of degree.

There were 23 respondents who said they had received a second doctorate. The fields of study included the health professions and law. Among those classified as "other" there were 44 specialist certificates and 16 divinity dipolmas awarded. Certificates were earned in such programs as guidance and counseling, educational administration and library science.

Graduate Program Appointments

One of the alleged sources of difference in the level of achievement between whites and minorities and between men and women has been the nature and extent of support received in graduate school. To address this issue respondents were asked to circle any of the following positions that they may have held while enrolled in either a master's or doctoral degree program: research assistant, teaching assistant,

program/residence hall assistant, fellowship/traineeship, or other graduate appointment. A total of 1,253 respondents (43.2 percent) held some type of appointment while pursuing a master's degree and over half (53.6 percent) held a graduate position while enrolled in a doctoral program (see Table 1).

Relatively higher percentages of female participation were recorded in three categories; 12.5 percent had been a program or residence hall assistant compared to 8.1 percent of the men; 23.2 percent held a master's fellowhip or traineeship compared to 18.9 percent of the men, and 13.4 percent of women administrators had held an "other" graduate appointment when enrolled in a master's program compared to 8.9 percent of the men.

When the graduate appointments of those members of our sample who had pursued a doctoral degree were analyzed by sex, virtually no differences emerged. The largest number of women (31.7 percent) had held a doctoral fellowship or traineeship while 30.5 percent of the male respondents had held this same position. A similar percentage of mén (4.1 percent) and women (4.9 percent) had been a program or residence hall assistants. During both master's and doctoral programs relatively higher percentages of men held research and teaching assistantships than female respondents.

Teaching assistantships and fellowship/traineeship positions were held by the greatest number of minorities and whites in both advanced degree programs. A greater percentage of whites held teaching assistantships and a slightly higher percentage of minorities held fellowship/traineeship positions (see Table 2).

TABLE 1

GRADUATE APPOINTMENTS BY DEGREE

	Master's	Doctorate
	(N=1,253)	
1. Research assistant	241	332
2. Teaching assistant	445	523
3. Residence hall assistant	132	62
4. Fellowship/traineeship	292	460
5. Other	143	183

TABLE 2

GRADUATE APPOINTMENTS BY RACE

	Master's		Doctorate	
	White	Black	White	Black
	N %	N %	N %	N %
Teaching assistant	428 (30.2)	17 (20.2)	499 (35.2)	24 (28.6)
Fellowship/traineeship	272 (19.2)	20 (23.8)	428 (30.2)	32 (38.1)

(Percentages based on 1,416 whites and 84 minorities who responded to the question)

PERSONAL BACKGROUND

Age

The years of birth given by our sample of administrators ranged from 1907 through 1957. Nearly one-third (838 or 30 percent) of the respondents were born between the years 1930 and 1937. Minority administrators do not differ from these figures, but tend to conform to the data in their gender group (see Figure 3 below).

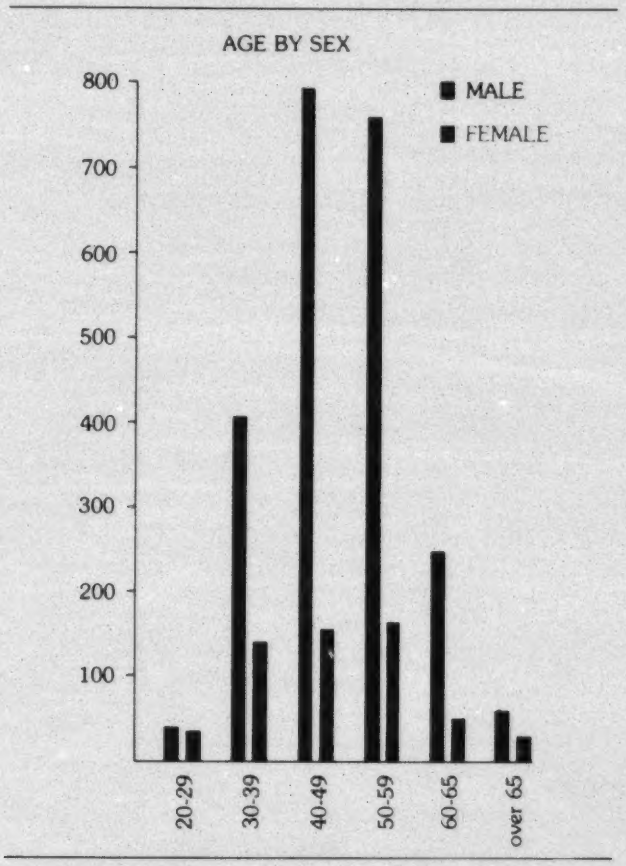


Figure 3.

Place of Birth

Birthplaces included every state in the country, with the exception of Alaska, and many foreign countries. The heaviest concentration was in the northeastern and midwestern sections of the United States. Over 55 percent of minority administrators were born in Southeastern states.

Top Five Birthplace States

New York	264	(9 percent)
Pennsylvania	229	(8 percent)
Illinois	169	(6 percent)
Ohio	150	(5 percent)
Massachusetts	118	(4 percent)
Foreign Country	155	(4 percent)

Marital Status

A clear majority of 2,284 administrators (79 percent) are married and living with their spouses. Of the remaining executives 242 (8.4 percent) have never married and 142 (4.9 percent) are members of religious orders; 130 (4.5 percent) are divorced, 50 (1.7 percent) are separated and 43 (1.5 percent) are widowed.

There are distinct differences in marital status between men and women. A majority of male administrators are currently married and living with their mates (87.8 percent), while 43.7 percent of the female respondents are currently married. A greater percentage of women than men are single and have never been married (23.8 percent) or are single by virture of membership in a religious order (15 percent). Only 105 males (4.5 percent) have never been married and just 56 (2.4 percent) belong to a religious order. No minority administrator was in a religious order and 7.5 percent have never been married. A higher percentage of women than men are divorced or separated, and a higher

percentage of minority administrators (10.2 percent) are divorced than whites (see Figure 4 below).

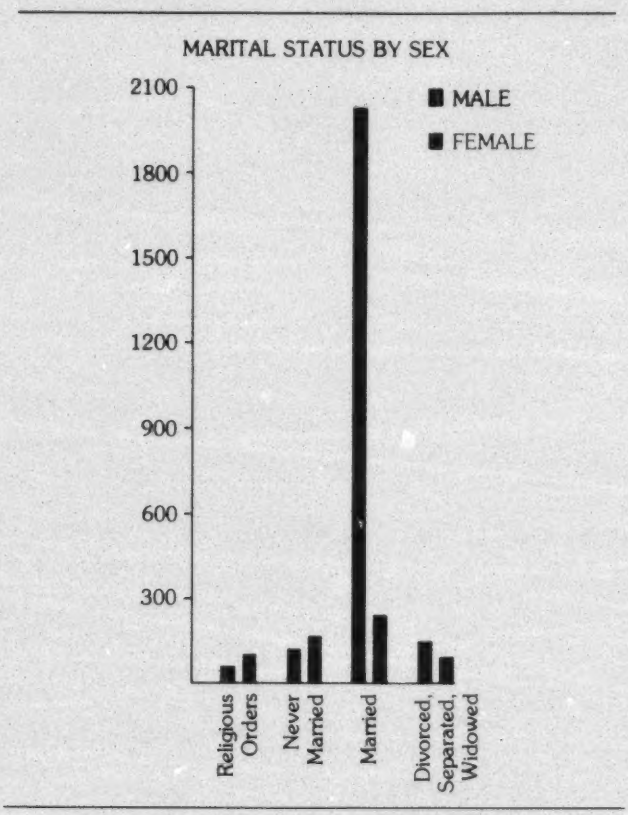


Figure 4.

Spouses' Occupations

The largest occupational category for the spouses of the 2,033 married male administrators was that of homemaker, (39.8 percent). The next largest categories were educational occupations (including primary and secondary school teachers and counselors), 18.2 percent, and clerical occupations, 10.2 percent. Only 4.2 percent of wives were college professors and 2.5 percent were college administrators.

The field employing the largest percentage of the spouses of the 251 married female respondents was higher education: 17.9 percent of husbands were employed as college professors and an additional 11.2 percent as college administrators. The next largest occupational area was business and management (23.9 percent). This included individuals who were self-employed and those who served as consultants. An additional 19.5 percent were professionals (including lawyers, psychologists, and journalists).

Educational Level Achieved by Parents

An examination by sex of the data pertaining to the educational attainment levels of respondents' parents reveals two major conclusions. First, an overall higher level of formal schooling had been accomplished by the mothers of both sexes. The following data support this statement: figures of 816 (28.5 percent) mothers compared to 537 (18.8 percent) fathers completed high school, 472 (16.5 percent) mothers compared to 377 (13.2 percent) fathers had some college experience, and 304 (10.6 percent) mothers compared to 278 (9.7 percent) fathers graduated from college. The only exception occurred in the category of the graduate degree. A total of 309 (10.8 percent) fathers compared to 95 (3.3 percent) mothers had acquired a post-graduate degree. Even including these latter data, however, there was a total of 1,893 (66.1 percent) mothers who had at least completed high school or had some further advanced schooling compared to 1,689 (59.0 percent) fathers.

The second conclusion is that the relative percentages for formal educational achievement are greater for the parents of female respondents than for male respondents. A figure of 69.2 percent of the

female respondents' mothers had acquired at least a high school diploma compared to 65.3 percent of the male respondents' mothers. A relative percentage rate of 66.0 percent of all female respondents' fathers had completed high school or a higher level of schooling compared to 57.3 percent of the male respondents' fathers.

A comparison of the educational achievements of respondents' fathers by race reveals slightly higher percentages for white respondents than minority respondents for each of four major levels of accomplishment: 12.9 percent of the fathers of white respondents completed grade school compared to 11.2 percent of the fathers of minority respondents; 19.0 percent of the fathers of white respondents graduated from high school compared to 15.1 percent of the fathers of minority respondents; 9.9 percent of the fathers of white respondents completed college compared to 7.8 percent of the fathers of minority respondents; and 11.1 percent of the fathers of white respondents held graduate degrees compared to 6.7 percent of the fathers of minority respondents.

A study of the educational achievements of respondents' mothers by race reveals a similar higher percentage rate for white respondents for grade school and high school levels. A figure of 11.9 percent of the mothers of white respondents completed grade school compared to 9.3 percent of the mothers of minority respondents. Twenty-nine percent of the mothers of white respondents are high school graduates compared to 19.1 percent o the mothers of minority respondents. At the college level, however, the percentage differences narrow. There are 10.7 percent of the mothers of white respondents and 9.3 percent of the mothers of minority respondents who are college graduates and 3.4

percent of the mothers of white respondents and 2.7 percent of the mothers of minority respondents who hold advanced degrees.

Parental Occupations

Respondents were asked to state, as specifically as possible, the occupations of each parent when the administrator was 16 years old. The occupations of the fathers were very diverse. However, the most common types of jobs could be included under the heading of blue collar or service occupations, with nearly one-fourth (683) employed in this category. Farmers composed the second largest occupational area with 298 (10 percent). An additional 9 percent were self-employed, and 7 percent were categorized as mid-level managers. When 6 percent of the administrators in the survey were 16 years of age, their fathers were deceased. More minority administrators had fathers in blue collar occupations than did whites.

The majority of all respondents'mothers, 69 percent, were homemakers. The next most common types of employment were domestic service/waitress, 3 percent; secretary, 3 percent; and sales positions, 2 percent. When 2 percent of the administrators were 16 years of age, their mothers were deceased. Fewer minority administrators had mothers who were homemakers (37 percent) and more had mothers who were in clerical or service occupations.

CAREER ISSUES

Professional Activities

We offered a list of ten specific external professional activities and asked respondents to indicate whether or not they had participated in any of these suggested pursuits and to respond to the importance of any such affiliations for the advancement of their professional careers. Although the data showed general agreement between the sexes concerning the most popular types of activities in which the respondents had both participated and considered important to professional advancement, the relative percentage of involvement was lower for women in every category except two.

The two areas in which women had been slightly more involved than men were the Michigan/Wisconsin Institute for Administrative Advancement and the Bryn Mawr Summer Institute (HERS). Both of these activities, however, were participated in least by the sample as a whole. Figures of .4 percent females and .3 percent males had attended the IAA and 1.4 percent of the women compared to .1 percent of the men had been involved in the HERS program. Both programs strenuously recruit women participants (HERS exclusively so).

The three activities for which the highest percentages of participation were recorded by both males and females were: (1) member of a board of directors of a state or regional organization, (2) paid external consultant, (3) publisher of articles in professional journals. A similar percent of the women (31.7 percent) compared to 35.8 percent of the men had been a member of a state or regional board of directors. There were 28.1 percent of the females and 36.6 percent of the males who had been paid consultants and 22.2 percent of female administrators and

34.0 percent of males who said they had published articles in scholarly journals.

When the data were analyzed by race the relative percentage of participation was found to be greater for minority respondents in every listed activity. The same three activities recorded the largest number of participants as those of male and female administrators. A total of 41.1 percent of the minority respondents compared to 40.3 percent of whites had been members of a state or regional board of directors; 54.1 percent of minorities compared to 37.1 percent of whites had been external consultants and 42.5 percent of minorities compared to 35.9 percent of whites had published articles in scholarly journals.

Mentor-Protege Relationships

Respondents were asked if they had had a mentor. Such a relationship was defined as any long-term, professionally-centered relationships with more experienced individuals who may have guided, advised and assisted them in the early stages of their careers. The results showed 1,528 administrators (53.2 percent) who said they had experienced at least one such relationship. The majority (880) answered that they had had one mentor while 421 named two mentors, 153 denoted three, and the remainder four or more.

A slightly larger percentage (56.6 percent) of current female administrators compared to 52.3 percent males reported at least one mentor. The largest percentage of both sexes listed only one such relationship (31.5 percent of the women and 30.1 percent of the men).

We then asked members of the sample who claimed a mentor relationship to indicate the sex of the mentor(s) and to describe their

mentor(s)' title and their own career position at the time they first met. The positions most often held by all listed mentors were collapsed into two categories: college/university administrators (including assistant, associate deans and department chairmen) and college/university professors (including instructors, assistants and associates). As can be determined from the following table, although significant numbers of both men and women specified the same titles for their mentors when they first met, relatively more females listed administrators as mentors than men and relatively fewer women named professors as mentors than their male colleagues.

The most commonly named protege positions held by both sexes when they first met their mentor(s) were college/university administrators or students. As Table 3 shows, relatively more women than men were already in administrative positions when they first entered into a mentor relationship. An overwhelming majority of both male and female respondents said their mentors had been male.

Analysis by race reveals findings similar to those by sex. A somewhat larger proportion of (58.0 percent) minorities compared to whites (52.8) claimed a mentor relationship. Both groups listed only one such association most often; 30.3 percent (N=818) whites and 31.6 percent (N=59) minorities.

As Table 4 shows, the same positions (college/university administrators and college/university professors) were most often held by the mentor(s). The greatest numbers of respondents for both groups were either college/university administrators or students when they first met their mentor(s).

A high relative percentage of minorities (68.9 percent) said that the mentor relationship had been very important to their professional

careers compared to less than half (45.7 percent) of the white respondents.

TABLE 3

MENTOR-PROTEGE RELATIONSHIPS
by Sex and Race Group

	SEX		RACE	
	Male (N=1205) %	Female (N=323) %	White (N=1419) %	Minority (N=105) %
Title of Mentor				
Administrator	60.8	64.6	63.7	64.4
Professor	24.7	13.8	22.5	20.8
Other	14.5	22.6	13.8	14.8
Sex of Mentor				
Male	95.0	52.3	86.5	78.8
Female	5.0	47.7	13.5	21.2
Protege Position				
Administrator	35.0	39.3	36.2	32.7
Student	33.9	26.7	32.6	28.8
Other	31.1	34.0	31.2	38.5

TABLE 4

MENTOR-PROTEGE RELATIONSHIP BY RACE AND SEX OF RESPONDENTS

	Title of Mentor		Sex of Mentor		Protege Position	
	Admin. %	Prof. %	Male %	Female %	Admin. %	Student %
RACE						
White Respondents (N=1419)	63.7	22.5	86.5	13.5	36.2	32.6
Minority Respondents (N=105)	64.4	20.8	78.8	21.2	32.7	28.8
SEX						
Male Respondents (N=323)	60.8	24.7	95.0	5.0	35.0	33.9
Female Respondents (N=1205)	74.6	13.8	52.3	47.7	39.3	26.7

When asked to explain in their own words their mentor(s) influence on their careers, the majority of all respondents replied that the mentor had acted as a role model and provided general guidance or had offered a combination of "on-the-job training," guidance and specific recommendations and introductions to promote career advancement.

None of the minority respondents said that their mentor(s) had been a negative influence in their professional lives and only seven (.5 percent) of the whites claimed that their mentor(s) influence had not been positive.

Other Activities

In order to account for any prolonged lapses in professional career histories we asked respondents to indicate whether they had discontinued their work or schooling for a period of six months or more to engage in any of the following activities: military service, full-time homemaking or any "other" specified reason.

The results revealed that nearly one-half (47.6 percent) of the male administrators had spent some time in military service. The number of women in the survey who noted military experience totals 12 (2.1 percent). Nearly one-third, 29.3 percent, of women administrators had interrupted their schooling or professional lives to devote themselves to full-time homemaking compared to five (.2 percent) of the men. Of those for whom it was necessary to discontinue their educational or career pursuits for an "other" reason, 13.7 percent were female and 7.1 percent were male.

Analysis by race shows that 38.7 percent of the whites and 32.6 percent of the minorities had interrupted their professional careers or

schooling for military service. A slightly higher relative percentage of minorities (8.6 percent) than whites (5.8 percent) had discontinued their work or post-graduate studies in order to be full-time homemakers. Approximately 12 percent of the minorities compared to 8 percent of the whites had discontinued their careers or educational pursuits for a period of at least six months for an "other reason."

Mobility Issues

As one step in tracing the career paths of administrators, we asked respondents to rate the importance of the reasons they had for moving to the institutions in which they now work and for remaining at their current places of employment. We developed a series of factors and asked administrators to show of what importance each had by marking no, low, moderate, high or very high interest.

A study of these career mobility issues according to the sex of the respondents revealed general agreement with the total population summary. Duties and responsibilities of the position, readiness for a change, geographic location of the institution and the mission and philosophy of the college or university were all considered to be a very high importance to many male and female administrators alike. One distinct dissimilarity between the sexes, however, was a tendency for women to give very high ratings on these issues compared to men. For example, 24.5 percent of the male sample rated geographic location of very high importance for moving to their present institution and 27.5 percent rated this factor as a very important reason for remaining where they are compared to the higher percentages for women (35.4 and 38.0 respectively). The mission and philosophy of the current institutions

of employment when administrators moved to their present location was rated of very high importance by 32.1 percent of the males in contrast to 41.1 percent of the females. The importance of this factor for remaining where they are now employed was rated of very high importance by barely more than one-third (34.3 percent) of the male population while nearly one-half (44.9 percent) of the female administrators gave this issue the highest importance marks (see Table 5).

Women in our sample felt more strongly than men about the congeniality of their colleagues as a factor in their moving to and staying at their current institutions. High importance ratings of 23.8 percent and 28.7 percent were given by females while only 15.8 percent and 21.7 percent of the males marked this factor of high importance.

Although not many women or men considered job opportunities for their spouses to be of significant importance to their professional mobility, more women than men (8.0 percent compared with 1.5 percent) rated this issue of very high importance. Moreover, half of the male sample (52.7 percent) considered this factor to be of no importance to their careers while slightly more than one-third of the women administrators (36.5 percent) so responded. The greatest percentage of female responses occurred in the "not applicable" column (46.5 percent) reflecting the current unmarried status of th majority of women administrators. For those women with spouses, however, more felt it was important to take their spouses' needs into account than did married men (see Table 5).

Minorities and whites selected the same issues as being of high importance in their decisions to move to and remain at their current institutions. There were, however, higher relative percentages recorded

by minority respondents, indicating that they held stronger feelings concerning the importance of these career mobility issues. Duties and responsibilities of the job received the greatest percentage of very high importance marks. Among respondents 55.4 percent of whites and 62.0 of minorities said this issue was of very high importance in their decision to move to their current institution. And 52.5 percent of the white administrators and 60.9 percent of the minority leaders again marked this factor as a very important reason for staying where they are (see Table 6).

The second highest percentage pertained to the mission and philosophy of the institution. A slightly larger percentage of minority administrators said this issue was of very high importance for moving to and staying at their current school.

The geographic location of the college or university in which administrators work was the third highest rated issue. Again, relative percentages were greater for minorities (37.9 and 40.4) than whites (25.9 and 28.8), but both races said location was a very important consideration regarding career mobility.

Another issue which administrators felt had influenced their decision to move to their present place of employment was readiness for a change. A total of 39.7 percent of white leaders and 41.5 percent of minority respondents marked this reason of very high importance. In addition, large percentages of both races rated the competency and congeniality of their colleagues of high importance.

Employment opportunities for the spouses of respondents was the issue of least importance to blacks and whites in both questions regarding mobility. In this instance the relative percentages were

higher for white respondents; 50.2 percent compared to 39.3 percent for minorities who rated this factor of no importance when they moved to their current institution. Similar figures of (42.2 percent) white and (34.1 percent) minorities said this issue had no bearing on decisions to remain where they are.

Search procedures elsewhere were not an influential factor for whites or minorities. A total of 1,037 whites (40.2 percent) and 56 minorities (32.2 percent) marked "no importance." Other possible career mobility factors were generally rated of moderate importance by a majority of both minority and white administrators.

TABLE 5

MOBILITY ISSUES

REASONS FOR MOVING TO CURRENT INSTITUTION

	MALE	FEMALE	WHITE	MINORITY
	(% who marked "very important")			
Duties/Responsibilities of Job	56.3	53.7	55.4	62.0
Readiness for a Change	39.7	40.2	39.7	41.5
Geographic Location of Institution	24.5	35.4	25.9	37.9
Mission/Philosophy of Institution	32.1	41.1	33.7	37.0
	(% who marked "no importance")			
Job Opportunity for Spouse	52.7	36.5	50.2	39.3

TABLE 6

REASONS FOR REMAINING AT CURRENT INSTITUTION

	MALE	FEMALE	WHITE	MINORITY
	(% who marked "very important")			
Duties/Responsibilities of Job	52.8	54.1	52.5	60.9
Geographic Location of Institution	27.5	38.0	28.8	40.4
Mission/Philosophy of Institution	34.3	44.9	35.9	43.6
	(% who marked "no importance")			
Job Opportunity for Spouse	44.0	32.4	42.2	34.1

Inbreeding

The extent of inbreeding among the present sample of administrators was analyzed (Marlier, 1982). Career and education histories were examined for previous affliation with current institution of employment through having earned a degree, held a previous position at the institution or both. Slightly over one-quarter of administrators are inbred by degree while over half (57.4 percent) are inbred by position. Women are more likely than men to be inbred by degree. However there are no statistically significant differences in inbreeding by position. When both position and degree are combined, a relatively higher percentage of women are inbred (see Table 7).

TABLE 7

PATTERNS OF INBREEDING BY DEGREE, POSITION, AND BOTH AS A FUNCTION OF GENDER

(N = 2,896)

	All Respondents N	Inbred by Degree[a] N	Inbred by Degree[a] Percent[d]	Inbred by Position[b] N	Inbred by Position[b] Percent	Inbred by Both[c] N	Inbred by Both[c] Percent
Male	2,319	587	25.3	1,320	56.9	444	19.1
Female	577	209	36.2	343	59.4	144	25.0
Total	2,896	796	27.5	1,663	57.4	588	20.3

[a]Has at least one degree from the institution where currently employed.

[b]Has held at least one previous position at institution where currently employed.

[c]Has earned a degree and held a position at institution where currently employed.

[d]Percent of total number of each sex.

Note. From Factors Relating to the Extent of Inbreeding Among College and University Administrators by Joyce D. Harlier, unpublisned doctoral dissertation, The Pennsylvania State University, 1982.

Possible Job Change

In answer to the question of whether or not they were considering a job change, 1,623 minority and white respondents replied, "no," 571 answered "yes," and 676 said, "maybe." Of the 1,247 administrators who said, "yes," or "maybe," 43 percent were white and 48 percent were minority. For respondents who marked "yes" or "maybe," six options were given. The most popular choice was a new position at a new institution. A total of 384 (33.2 percent) whites and 29 (31.9 percent) minorities circled this option. The second most popular choice for minorities (27.5 percent) was a position outside of higher education. The other selections for possible job changes were: a similar position at a new institution, a new position at the present institution, a position in higher education but not at an institution and "other" preferred option.

According to our survey there are more women than men who are seriously considering or actively seeking a job change. Slightly more than half of the females in our sample (51.5 percent) answered "yes" or "maybe" to the question of whether they are considering plans for a career change. Only 41.5 percent of the male population, responded in the same manner. As the figures in the following table suggest, the largest percentage of women prefer a position outside of higher education (32.4 percent). The second most popular choice was a new position at a new institution (29.7 percent). A position in higher education outside of a college or university was the least preferred job opportunity by both males and females (see Table 8 below).

TABLE 8

JOB OPTIONS BY GENDER

JOB OPTIONS	% OF MALES	% OF FEMALES
1. Similar position at new institution	28.2	19.3
2. New position at same institution	18.9	22.3
3. New position at new institution	34.2	29.7
4. H. E. position outside institution	5.2	8.4
5. Position outside Higher Education	5.8	32.4
6. "Other" position	7.5	10.1

Would You Do It Again?

We asked respondents to tell us if they would choose to be an administrator if they could start over. A substantial majority of 71.5 percent responded "yes." Only 8.5 percent replied "no," and an

additional 20 percent said "maybe." We examined these answers by sex and age and found no significant differences in response.

When asked to explain their choice, the overwhelming majority of those who wrote comments (806 or 72 percent) said they enjoyed their work, they were good at their jobs and found the work challenging. Only 13 percent (144) said they would rather be out of higher education or wished they had gone into another field.

CURRENT ISSUES

Issue Question: Changes in Higher Education

We asked administrators for their opinions regarding the changes that are taking place in higher education today. We offered fifteen important issues through which respondents could indicate the degree of change at their current institution:

Quality of faculty scholarship
Quality of teaching
Morale of faculty
Quality of students
Quality of administrators
Quality of leadership
Quality of academic programs
Support for women's issues
Support for minority issues
Competition for students
Resources required to comply with federal regulations
Litigation against the institution
State financial support for institution
Personal freedom to carry out work
Autonomy of the institution

No single issue was perceived by a majority of female or male administrators to have experienced a major increase. Many of the women and men in our sample felt that moderate increases had occurred regarding most of the issues with quality of academic programs receiving the largest percentages (52.1 percent female and 57.3 percent male).

Quality of students was the only issue in which a significant number of women (33.6 percent) in the sample felt their institutions had experienced a moderate decrease. On the other hand, 34 percent of the male administrators felt the morale of the faculty at their institutions had undergone a moderate decrease.

The highest percentages of male and female responses occurred in the "no change" column and included the issues of personal freedom to do

one's own work (56.7 percent female and 57.8 percent male) and autonomy of the institution (59.8 percent female and 56.4 percent male.)

From the perspective of minority administrators eleven issues were seen by both minority and white respondents to have undergone a moderate increase, three areas had seen no change and for only one issue was there a distinct disagreement between the races.

From a study of the issues in which both races recorded moderate increases, a difference was seen in the data pertaining to state financial support for the institution of employment with 38.9 percent of minorities rating this issue a moderate increase while only 28.0 percent of whites concurred. A probable reason for this discrepancy is the fact that more minorities (58.3 percent) are employed by public institutions than whites (46.4 percent). A higher relative percentage of minorities (50.5 percent) said the quality of teaching at their college or university had experienced a moderate increase compared to white administrators (48.4 percent).

The three issues for which substantial percentages of respondents indicated no noteworthy change were: litigation against the institution, personal freedom to do one's own work and the autonomy of the institution. In all three cases larger percentages of whites noted a lack of change. A figure of 42.7 percent of whites and 34.5 percent of minorities marked a "no change" in litigation; 58.5 percent of whites and 44.0 percent of minorities said there was no significant change in their personal freedom to do their own work, and 57.5 percent of white respondents compared to 50.8 percent of the minorities marked "no change" in the autonomy of the instiution.

The one issue in which obvious disagreement between the races was apparent was the status of faculty morale. The highest percentage of

minority responses (30.0) were recorded under "moderate increase" while the highest percentage of white respondents (33.6) said that the morale of the faculty at their institutions had undergone a moderate decrease in recent years.

Issue Question: Career Changes

Administrators were given the opportunity to express their opinions concerning changes that have taken place in their own careers. The seven items to consider included: opportunities for professional advancement, satisfaction derived from working in higher education, personal autonomy to carry out responsibilities, financial compensation, intellectual stimulation and challange, opportunity to foster change and opportunity to serve others.

In general, both men and women felt that a moderate increase had taken place in every category. The largest percentages of female and male responses concerned the issue of financial compensation; 47.7 percent of the women and 53.9 percent of the men indicated a moderate increase in this area.

When the responses were examined by race, white administrators indicated moderate increases in every category. Minority respondents, however, felt that major increases had taken place in their careers regarding three areas; opportunities for professional advancement (31.9 percent), personal autonomy to carry out responsibilities (34.1 percent) and opportunities to serve others (43.2 percent).

Issue Question: Budget Cuts

We asked the members of our sample to indicate their opinions of the priority each of a series of 14 issues should have if budget cuts

become necessary at their institutions. Respondents considered whether the item should be among the FIRST to be cut, would occupy an INTERMEDIATE position or should be among the LAST to be cut.

Analysis of the data by sex revealed an overall similar response pattern. For example, the item which the majority of both males and females felt should be cut first was funds for athletics; 60.1 percent by women administrators and 61.7 percent by men. Among the issues which female members of the sample felt would be placed in the intermediate cut category were funds for administative operations (65.8 percent) and the number of junior faculty (64.5 percent). The largest percentages of male responses in the intermediate category were funds for laboratories (62.1 percent) and funds for student services (61.9 percent). One item which a majority of women and male administrators felt should be among the last to be cut was funds for teaching programs; 6.7 percent of the women and 63.1 percent of the men.

The data show only one issue that a majority of whites and minorities agree should be cut first: funds for athletics. A total of 61.8 percent of whites and 54.7 percent of minorities felt this issue would have the least priority if budget cuts became necessary.

Majorities of respondents of both races placed the greatest number of issues (N=9) in the intermediate cut category. For only one of those nine items was there any suggestion of a difference of opinion between the races. The question of when to cut the number of administrators if financial constraints required was ranked by 55.5 percent of the white sample as an intermediate concern. Compared to (47.8 percent) of minority administrators but a nearly equal percentage of minorities (41.6 percent) said that this item should be among the first to be cut.

The remaining four areas that both minorities and whites felt should be among the last to be cut were: funds for libraries (minorities 65.9 percent; whites 49.1 percent), financial aid to students (minorities 74.4 percent; whites 55.0 percent), funds for teaching programs (minorities 66.7 percent; whites 62.6 percent) and faculty salaries (minorities 59.1 percent; whites 56.5 percent). As the above figures show, minorities were more vehement in their desire to retain these aspects of higher education at their institutions than whites.

Issue Question: Future Concerns

Finally, administrators were asked to indicate the importance selected issues will have at their institutions in the next five years. Again, an examination of the responses by sex showed general agreement. For example, a majority of both sexes placed very high importance on student recruitment and student retention. More women, however, tended to record these concerns as being of higher importance; 65.9 percent of female administrators rated recruitment and 72.9 percent rated retention of students of very high importance compared to men who voiced these same opinions (50.2 and 56.5 percent respectively).

Other issues for which larger percentages of women leaders expressed stronger feelings included institution decision-making processes and student development. A substantial number of women (42.8 percent) rated the first issue of very high importance compared to 31.5 percent of the men. One-third of women administrators placed a very high importance on student development in the next five years in contrast to 22.7 percent of their male colleagues.

When the responses were analyzed by race the data reveal that minorities rated every issue of higher importance than whites when relative percentages are used. There were five factors for which over 50 percent of the minority administrators marked very high importance while only two issues received percentage totals of over 50 percent of the white sample.

The two greatest concerns for white and minority respondents were: student recruitment and student retention. Just over one-half of the whites (52.0 percent) and nearly three-fourths of the minorities (73.6 percent) rated the recruitment issue of very high importance. Student retention was also felt to be a very important factor for institutions to address in the next few years. A total of 58.5 percent of whites and 77.6 percent of the minorities circled "very high" for this issue.

Other areas of serious concern to current administrators are state and federal aid for students, public perception of their institutions and alumni relations. In all three of these areas minorities show higher levels of conern. Although the greatest percentages of whites are anxious about state aid (33.4 percent) and federal aid (36.5 percent) for students and gave this issue a very high importance rating, 50.6 percent and 67.6 percent of the minorities responded in a similar fashion regarding the two issues. Public percepton of the institution received a significant number of white votes for very high importance with a percentage of 45.4 but, again, relatively more minorities (64.6 percent) said this factor is very important for their colleges and universities. A total of 30.1 percent of white leaders placed very high importance on alumni relations in the foreseeable future and a substantial percentage (48.1) of the minorities agreed.

Regarding the issue of affirmative action the two largest percentages of the white administrators (65.9 percent) said this factor was of moderate or high importance in the near future. The majority of minority respondents, 62.4 percent, rated this factor of high or very high concern respectively for their institutions to address in the next five years.

SUMMARY

This report joins the roster of other studies which document the small proportion and unequal distribution of women and minorities in American higher education. A principal contribution of this report is the information it provides about administrators. Much has already been learned about faculty and students, but the managers and leaders in higher education have been relatively unstudied. The high response rate to the Leaders survey suggests that administrators welcomed the opportunity to report on themselves and their opinions.

Numerous commentators have remarked upon the changes occurring in higher education today. Not least among these changes has been the trememdous influx of women and minorities as students. At present, women constitute 51 percent of the national student body, and minorities are increasing their share yearly. Yet these numbers are not reflected among the faculties nor among the administrations of our institutions. This, despite the fact that we are a decade beyond the federal mandate to make greater efforts in this regard. Most conspicuous in their apparent disregard of such a mandate are public institutions who show consistently smaller percentages of women among their administrative and faculty bodies. Such a finding is difficult to square with the public's clear interest in more accurate representation of this group. Minorities have fared somewhat better in public institutions, but many such colleges where they are found have predominately black student bodies.

Turning to the career information provided in the report, several findings deserve further comment. First, there is a striking clustering of women and minorities in a narrow range of positions. Bearing in mind

that the individuals who were surveyed were line administrators rather than staff members, this suggests that most of the significant areas of command responsibility have not been awarded to women or minorities despite similar credentials in most respects.

The greatest opportunities for administrative careers for women and minorities appear to remain in colleges and universities specifically designed to serve them: namely women's colleges and predominately black institutions. In this regard the legacy of the nineteenth century still appears to prevail. Moreover, the largest institutions and those with coeducational student bodies appear to be the least likely to assign line responsibility to women or minorities. Women in particular appear to suffer from confinement in a few traditionally sex-related fields. They are found as deans of nursing and home economics but not in the other 25 academic areas including education. They are often chief librarians, but seldom deans of library science. They are often managers of bookstores but seldom chiefs of business or physical plant. The distribution of minorities appears to be less position-specific, but quite institution-confined. That is, minorities can be found who hold virtually every administrative title, but they are not found in any significant numbers in predominately white colleges and universities which still comprise the majority of institutions. Despite the common perceptions generated by affirmative action, white males have benefited more by the expansion of higher education in that more white males have been the first occupants of newly created positions than either women or minorities.

Analysis within line positions shows that women are not as likely to hold tenure or full professorships as are their male counterparts.

Hence even when women hold similar positions they do so from less secure situations. In part this lesser status may be explained by the fact that fewer women than men hold a doctoral degree. It may also be indicative of the fact that more women came to their current positions via administrative rather than faculty routes.

The mentor-protege relationship has been examined elsewhere (Moore, 1982a, 1982b, Moore and Salimbene, 1981). It appears to be a potent association for the advancement of individuals' careers. The data indicate that nearly half of all respondents believe they have had such a relationship and that it was helpful to them. Slightly higher percentages of both women and minorities report having been proteges at some point in their careers. This suggests that a mentor has figured more importantly in the careers of women and minorities and may even explain why some of these individuals were able to enter the "white male preserve" of academic administration at all.

When career mobility issues were examined women and minorities appeared not to differ on the reasons they work in their current administrative jobs. The duties and responsibilities of their positions and the mission and geographic location of their institutions figure importantly in their thinking. However, relatively more minorities and women are seeking a job change in the near future. A partial explanation for the interest in job mobility may lie in their answers to the questions concerning recent changes in their careers. More women and minorities indicated that there had been major increases in their opportunities for advancement, and in their personal autonomy and responsibilities. It is likely that such individuals may see job change as a way to continue these increases. Moreover, since fewer women and

minorities occupy the topmost position, they may see more opportunities to climb the ladder than do white males who already occupy such positions. Perhaps the brightest spot in the data is reflected by the apparent optimism women and minorities express toward future mobility.

When looking to the future of their institutions and the issues that need attention, women and minority administrators do not differ from their counterparts in what they see as important. However, they do differ in the intensity or urgency of their opinions. Women and minorities tended to feel more strongly that student recruitment and retention were crucial issues for their institutions. It is likely that their location in institutions such as Liberal Arts II reflects these judgments to some extent. It should not be surprising that affirmative action is of greater concern also.

With respect to personal background there are some noteworthy differences. For instance, while the great majority of white men are married, fewer than half of the women are, with a larger percentage being members of religious orders. Minority group members tend to have a higher divorce rate. These data cast doubt on a common belief about administrators' careers; namely, that women are not mobile because of marital considerations. While our data would indicate that women seem generally less mobile and more inbred, it would appear that marital considerations are not a major factor for most women. Indeed among married men, marital considerations do not seem to rank very high. One wonders why such a belief about women has such currency.

The family backgrounds of administrators is not strikingly different when analyzed by gender or ethnic background with the exception of mother's occupation. The data reveal that a higher

proportion of both women administrators and minorities had mothers who worked. Various career researchers have pointed out that this correlation exists in the backgrounds of career women generally.

Overall, the differences that appear between the majority white males in administration and women and minorities are consistent with other findings about faculty and other professions. What is surprising or at least discouraging is that after a decade of effort to increase the diversity of personnel in higher education, that is, to infuse into it more people with different characteristics and backgrounds, that so little change has occurred. Indeed, the differences in credentials, both educational or professional, that we have discerned do not seem so disparate that the women and minority members who possess them can be said to be "unqualified." The sample of administrators described here seems to suggest that the nature of the positions they hold is a powerful screening device. Those who hold such line positions as dean, provost or president possess similar credentials. This is true even when taking institution type into account. The women and minorities who hold these titles do not appear to differ so strikingly that the argument for different standards can be said to hold.

Given this past decade of incremental change, the future does not look promising for the advancement of women or minorities. It would seem that still greater initiatives must be made in order to show improvement. Yet such initiatives are increasingly unlikely given the continuing downturn in student enrollments and institutions' fiscal affairs generally. Failing the continuation of the natural expansion forces that brought so many males into administration in the 50s and 60s, new avenues must be tried. The one bright spot our data point to

is the effectiveness of mentoring for the development and retention of women and minorities. Mentoring could be used to attract new people to administration and to advance them once they have been hired. Clearly, without significant interest and assistance by fair-minded white male administrators little can or will change to benefit the inclusion of more women and minorities. It is only as the leaders in American higher education invest more seriously in the diversification of administrative personnel can it truly be said that the spirit of affirmative action has been achieved.

BIBLIOGRAPHY

Andrulis, Dennis P., et al. "Black Professionals in Predominately White Institutions of Higher Education -- An Examination of some Demographic and Mobility Characteristics." Journal of Negro Education 49(Winter 1975): 6-11.

Astin, Helen. The Woman Doctorate in America. New York: The Russell Sage Foundation, 1969.

Berry, Margaret C. (ed.). Women in Educational Administration. Washington, D. C.: National Association for Women Deans, Administrators and Counselors, 1979.

Frances, Carol and Mensel, R. Frank. "Women and Minorities in Administration of Higher Education Institutions: Employment Patterns and Salary Comparisons 1978-79 and An Analysis of Progress Toward Affirmative Action Goals. 1975-76 to 1978-79. Journal of College and University Personnel Administrators 32(Fall 1981): 1-77.

Hoskins, Robert L. Black Administrators in Higher Education. New York: Praeger Publishers, 1978.

Howard, Suzanne. But We Will Persist. Washington, D. C.: American Association of University Women, 1978.

Johnson, Roosevelt. Black Scholars on Higher Education in the 70s. Columbus, Ohio: ECCA Publications, 1974.

Jones, Phillip E. "The Changing Profile of Black Administrators in Predominately White Colleges and Universities." A paper presented at the Second National Conference on Blacks in Higher Education, March 4, 1977.

Marlier, Joyce D. Factors Relating to the Extent of Inbreeding Among College and University Administrators. Unpublished doctoral dissertation, The Pennsylvania State University, 1982.

Moore, Kathryn M. "The Role of Mentors in Developing Leaders for Academe." Educational Record 63(Winter 1982): 22-29. (a)

Moore, Kathryn M. What To Do Until The Mentor Arrives, Vol. I, The Professional Advancement Kit, National Association of Women Deans, Administrators and Counselors, June 1982. (b)

Moore, Kathryn M. and Salimbene, Ann M. "The Dynamics of the Mentor-Protege Relationship in Developing Women as Academic Leaders." Journal of Educational Equity and Leadership 2(1981): 51-64.

Moore, Kathryn M. and Peter A. Wollitzer. Women In Higher Education: A Contemporary Bibliography. Washington, D. C.: National Association for Women Deans, Administrators and Counselors, 1979.

Van Alstyne, Carol, et al. Women and Minorities in Administration of Higher Education Institutions: 1975-76 Administrative Compensation Survey. Washington, D. C.: College and University Personnel Administration, 1977.

ABOUT THE AUTHOR

Kathryn McDaniel Moore is Associate Professor and Research Associate at the Center for the Study of Higher Education at The Pennsylvania State University. She holds the degrees of B.A./B.S. and M.A. in Higher Education from Ohio State University and the Ph.D. in Educational Policy Studies from the University of Wisconsin-Madison. Prior to coming to Penn State, she worked as Assistant to the Associate Dean of the College of Letters and Science at the University of Wisconsin and then as Assistant Professor of Higher Education at Cornell University. While at Cornell, she served as coordinator of the Counseling and Student Personnel Program for two years. She has published and taught on such topics as the history of higher education, the college student, and academic women.

CENTER FOR THE STUDY OF HIGHER EDUCATION

The Center was founded in 1969 with three basic missions: the conduct of studies of institutional, state, and national significance in postsecondary education; support of the program in graduate studies in postsecondary education in the College of Education; and assistance to The Pennsylvania State University as "consultants in residence" on issues within the Center's sphere of interests and/or competence. Recent years have brought on increased emphasis on the topics with policy implications.

Dr. William Toombs is the current director of the Center succeeding Dr. Kenneth Mortimer who is fully engaged with research and teaching. There is a professional complement of five persons with faculty appointments. Drs. Toombs and Mortimer, both professors of higher education, are jointed by Dr. S. V. Martorana, professor of higher education and former vice chancellor and provost of the Technical and Community Colleges in the State University of New York, Dr. Kathryn M. Moore, associate professor of higher education, and Dr. Andrew T. Masland, assistant professor of higher education. Additional professionals with specialized interests or expertise also affiliate with the Center. Renee Friedman, project associate, has had long exeperience with the unit and other research assistants, including five graduate assistants, are usually on appointment.

The Center also shares its activities with faculty from other professional areas and the disciplines at The Pennsylvania State University to further research studies. Together with the Center staff, faculty assistants are currently engaged in about twenty studies on a variety of topics in postsecondary education including: management and finance of colleges and universities, regionalism in statewide postsecondary education, faculty personnel issues, the financial implications of collective bargaining, and the career patterns of administrators.

Over the last three years the Center has received external support for research from such sponsors as The Carnegie Corporation of New York, the Pennsylvania Department of Education, the National Science Foundation, the Kellogg Foundation, The Fund for the Improvement of Postsecondary Education, Pennsylvania Science and Engineering Foundation, Appalachian Regional Commission, and the National Institute of Education.

83-310